

Special Issue

Learning for Sustainability: Challenges and Progress of Embedding Sustainability into Teaching and Learning and Beyond

Message from the Guest Editors

The COVID-19 pandemic has presented unprecedented challenges to the education sector and impacted the progress of embedding sustainability into learning, teaching and assessment. Many higher education institutions moved to a full or hybrid form of remote teaching, learning and assessment delivery, and the direction has changed as a result. Simultaneously, the pandemic is transforming how we think about our approach to embedding sustainability in learning and teaching practice while opening new avenues for exploration in the future. The pandemic has provided opportunities to teach in novel and more sustainable ways, letting the education itself become an exemplar for how to transform and adapt in the face of the global challenges caused by climate change, and in developing approaches to teaching that can support the achievement of the UN Sustainable Development Goals. Contributions that illustrate this are particularly welcome.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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